**Backward Design Lesson Plan Template**

**School: \_Tonopah Valley High School**

Teacher \_Shen Yan Grade level \_Novice 1

Lesson title Fruits\_

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| Step 1—Desired Results |
| *Standard Outcomes for Learning (ACTFL Standard 1.1)—Answer’s the question, what should students know, understand, and be able to do as a result of the lesson?*1. Students will know how to speak ten fruits' names in Chinese: mang guo (mango), ping guo (apple), xiang jiao (banana), yin tao (cherry), pu tao (grape), cheng zi (orange), xi gua (watermelon), bo luo (pineapple), cao mei (strawberry), tao zi (peach).
2. Ask and answer about fruits. "zhe shi shen me shui guo?" (What kind fruit is it?) "zhe shi ...。"(This is ....)
3. To know some fruits have two or more names in Chinese, because there are different dialect in different parts of China. Eg. pineapple is called "bo luo" in Northern China, and it's called "feng li" in Southern China.
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| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?**1. 4 students in one group. In each group, they have 10 fruit picture cards on the desks. Students need to grab the correct card as quickly as possible when teacher speaks out the name of fruit in Chinese. Look at who has the most cards in the group, who is the winner.**2. Each student gets one piece of paper on which are pictures of all ten fruits, students work in pair. They ask and answer about the names of the fruits in turns by using the target language, "zhe shi shen me shui guo?" (What kind fruit is it?) "zhe shi ...。"(This is ....).* |

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| Step 3—Learning Plan |
| *Learning activities - Answers the question, how do I teach it?**1. Play a video about a song of Chinese fruit, which will draw students attention. And students will also have an anticipation about what to learn today.**2. Give each student of one group a number. (from 1 to 4). Teacher call all the students with number one come together, and teaches them how to say "mango" in Chinese, then let them go back to their group and teach the other team members. Teacher uses this method to enable students know all the names of the ten fruits.**3. Teacher will present all the fruits' names on slides after the mutual teaching, and give students some time to review all the names of fruits.* |
| Step 4—Reflection |
| *What happened during my lesson? What did my students learn? How do I know? What did I learn? How will I improve my lesson next time.**For mutual teaching part, some students learned the word from the teacher, and then went back to their group to teach other team members. But some students went back to the group and then sat in their seats silently instead of presenting the words to others. I think one reason may be the student forget how to say this word. If so, I will make sure everyone say that word to me three times before they go back to teach others. Another reason might be that the student doesn’t get along well with other teammates. If so, I will do more team building in class.* |

Adapted from Tomlinson and McTighe, *Integrating Differentiated Instruction + Understanding by Design*, ASCD,